

ROCKY VISTA UNIVERSITY

2013 ASSESSMENT PLAN



Office of Institutional Planning & Assessment
&
Rocky Vista University Assessment Team

Rocky Vista University 2013 Assessment Plan

Assessment at Rocky Vista University

Assessment at Rocky Vista University involves the process of systematically collecting, analyzing and using data concerning university programs in order to enhance student learning, accomplish the university's educational mission, achieve its operational goals, and improve institutional effectiveness. Since its inception, Rocky Vista University (RVU) has engaged in a wide variety of assessment activities that have been beneficial in improving every aspect of the institution.

We are committed to: implementing assessment activities designed to measure the institution's success at achieving its goals; utilizing the results of these assessment processes to identify and address required operational changes; making the changes that are necessary to improve operations; closing the assessment feedback loop by documenting and tracking each individual element of the assessment process and reporting our success at improving both student learning and institutional operations outcomes.

At RVU there is assessment at the institutional level (assessing institutional operations, co-curricular and extra-curricular activities), assessment at the program (College of Osteopathic Medicine) level; assessment of activities within individual departments; assessment of elements of the medical school curriculum and of individual courses.

The Assessment Team

The institution's Assessment Team (reorganized in 2013) is a group of university faculty, staff and administration that assists in designating, guiding, tracking, evaluating and monitoring assessment activities conducted throughout the institution. The Assessment Team is also responsible for promoting the benefits of assessment and continuous improvement within the university. The Assessment Team is chaired by the Executive Director, Institutional Planning and Assessment and currently consists of the following members:

- Director of Student Affairs
- Director of Clinical Assessment and Simulation/Associate Professor of Immunology
- Executive Director of Admissions and Marketing
- Assistant Professor of Physiology
- Administrative Assistant to the Dean
- Associate Dean of Clinical Affairs/Professor of Molecular Medicine
- Associate Professor of Physiology
- Director of Educational Support
- Director of Special Projects/Chief of Staff
- Executive Director, Institutional Planning and Assessment (Team Leader)

The Assessment Process

The university has adopted the following guidelines for structuring the process of assessment and insuring the continuous improvement of the quality education and its non-academic operations:

1. Set specific goals for student learning that relate to the set of competencies established by the AOA for osteopathic medical students. The learning goals for each course are clearly identified within the course syllabus. Specific operational goals are also set and pursued. University operational goals are set at either the institutional or departmental levels and are detailed either within the university's strategic plan or within the associated departmental action plans. Both learning and operational goals may be measured through several methodologies depending upon the nature of the individual goal.
2. Collect evidence of student learning and/or institutional operating performance from a variety of sources including evaluations of student course performance, the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) and the United States Medical Licensing Examination (USMLE) board scores, standardized patient experiences, course evaluations, departmental reports, and other means. Also utilize opportunities to benchmark student academic performance as evidenced through board scores against the performance of students at other osteopathic medical schools. Evidence collection may occur at the department level, the institutional level or both.
3. Report evidence and results after a review and analysis. This reporting process (particularly if the improvements proposed may be academic) will often occur within the context of the Phase Directors Curriculum Committee. Curriculum issues and student performance issues are the primary focus of the weekly PDCC meetings. Some decisions regarding improvements within the university, however, are outside the scope of the PDCC. Certain decisions regarding institutional operations may be decided by other university groups. These other groups might typically be the places for reporting evidence dealing with university operations and for making decisions regarding that evidence. The response to evidence dealing with institutional operations, for example, may be dealt with by a department manager, by university leadership or perhaps even by the university's board of trustees. Some examples of institutional operations that might be assessed but might typically fall outside of the PDCC's scope are: facilities, human resources, student financial services, institutional financial performance, and marketing. Recommendations regarding department processes or procedures outside of academics are referred to those departments. Curriculum changes, on the other hand, always fall within the scope of the PDCC's responsibilities.
4. Develop the appropriate plans and/or processes to improve student learning and/or institutional operations. Typically, evidence will be reviewed and analyzed by the individual (s) or department involved in conducting the assessment project.

5. Implement the planned change or improvement.
6. Monitor performance. The performance monitoring process itself is an assessment of the improvement that may produce the need for further work. If so, the assessment process relative to the activity in question would begin anew.

Since the institution conducts a wide range of assessment projects and activities annually including surveys and focus groups for every course offered at the institution, it would be impossible to attempt annual improvements for everything that is assessed. Therefore, the institution may designate certain projects each year for targeted attention. Although all other assessment projects will continue and associated data will continue to be collected, this smaller group of projects may become the institution's main assessment focus for the year.

The Assessment Process Flow

Assessment at RVU is planned as a continuum of activities, projects and events that begin when a student initiates the admission process and continues throughout the student's medical school education, throughout residency and ultimately during the course of their careers. Assessment encompasses the entire relationship between the student and the university and includes student learning as well as many of the components of student life at the institution. The chart on the following page provides a summary of the assessment process as it is planned and conducted at RVU during the course of a student's relationship with the institution.

The RVU Assessment Process Flow 2015

Admission	Year 1		Year 2		Year 3	Year 4	GME	Residency	Alumni
Pre-Matriculation	Term 1	Term 2	Term 3	Term 4	Terms 5-6	Terms 6-8	Post-Graduate	Post-Graduate	Post-Graduate
Application	1st Term Courses	2nd Term Courses	3rd Term Courses	4th Term Courses	Clinical Rotation Locations	Clinical Rotation Locations	RMOPTI Resident Survey	Resident Survey	Alumni Survey
Admission Interview	Course Survey	Course Survey	Course Survey	Course Survey	Clinical Rotation Evaluations	Clinical Rotation Evaluations	RMOPTI Continuing Accreditation Site Visits	Employer Survey	Employer Survey
Admissions Recap	Focus Group	Focus Group Feedback	Focus Group Feedback	Focus Group Feedback	Subject Exam Scores (Shelf)	COMLEX II - PE & CE Exams	New Program Development Questionnaire	COMLEX III Exam	
Statistical Analysis	Satisfaction Survey	Presentation to the Attending	Satisfaction Survey	COMLEX I Exam	Focus Group Feedback	Match Results		RMOPTI Resident Survey	
Pre-matriculation Course	Learning Styles	Library Survey	StARC	Library Survey	Satisfaction Survey	Satisfaction Survey		RMOPTI Annual Site Review Questionnaire	
Examination	StARC	StARC	Tutoring	USMLE Exam	Library Survey	Student Rotation Grades			
Course Survey	Tutoring	Tutoring		StARC	Preceptor Survey	Preceptor Survey			
Orientation		SP Encounters, Notes, Exam		Tutoring	Student Rotation Grades	Graduating Student Survey			
Orientation Survey				SP Barrier Exam	Practice PE				
Nelson-Denny Reading					Surgery Encounters				
Matriculating Student Survey									

The College of Osteopathic Medicine

Assessment of student learning in the College of Osteopathic Medicine consists of a variety of methodologies including analysis of student course grades, student performance on national standardized tests, focus groups, specialized forums, targeted surveys and more. These activities are designed to not only address the objectives of a department, curriculum or course, but they also address specific student learning requirements established by the College of Osteopathic Medicine's accreditation agency, the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA).

The following basic minimum student competencies have been established by the COCA for all osteopathic medical schools:

- Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment;
- Demonstrate medical knowledge through one or more of the following: passing of course tests, standardized tests of the National Board of Osteopathic Medical Examiners (NBOME), post-core rotation tests, research activities, presentations, and participation in directed reading programs and/or journal clubs; and/or other evidence-based medical activities;
- Demonstrate interpersonal and communication skills with patients and other healthcare professionals;
- Demonstrate knowledge of professional, ethical, legal, practice management, and public health issues applicable to medical practice;
- Demonstrate "basic support skills," as assessed by nationally standardized evaluations.

The overall objective of the College's curriculum is to produce students that are exceptionally well-prepared for residencies and who have the knowledge, skills and abilities required of a physician. Each course within the medical school curriculum has specific learning objectives that are designed to meet these internal goals as well as the meet the competency requirements of the American Osteopathic Association.

The following two tables illustrate the relationship between the learning objectives for each course within the first two years of the current medical school curriculum and the existing COCA core educational competencies.

Mapping the RVUCOM Phase One Curriculum to COCA Core Competencies

COCA Competencies → Phase One Courses ↓	Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment.	Demonstrate medical knowledge through one or more of the following: passing of course tests, standardized tests of the NBOME, post-core rotation tests, research activities, presentations and participation in directed reading programs and/or other evidence-based medical activities.	Demonstrate interpersonal and communication skills with patients and other healthcare professionals.	Demonstrate knowledge of professional, ethical, legal, practice management, and public health issues applicable to medical practice.	Demonstrate “basic support skills,” as assessed by nationally standardized evaluations.
Molecular and Cellular Mechanisms	X	X		X	X
Hematology/Immunology I	X	X		X	X
Musculoskeletal System I	X	X		X	X
Cardiovascular System I	X	X	X	X	X
Gastrointestinal System I	X			X	X
Medical Informatics I	X	X	X	X	X
Respiratory System I	X	X			X
Renal System I	X	X			X
Endocrine/Reproductive System I	X	X			X
Neuroscience System I	X	X			X
Pathologic Basis of Disease I	X	X			X
Pathologic Basis of Disease II	X	X	X	X	X
Osteopathic Principles & Practices I	X	X	X	X	X
Osteopathic Principles & Practices II	X	X	X	X	X
Principles of Clinical Medicine I	X	X	X	X	X
Principles of Clinical Medicine II	X	X	X	X	X

Mapping the RVUCOM Phase Two Curriculum to COCA Core Competencies

COCA Competencies → Phase Two Courses ↓	Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment.	Demonstrate medical knowledge through one or more of the following: passing of course tests, standardized tests of the NBOME, post-core rotation tests, research activities, presentations and participation in directed reading programs and/or other evidence-based medical activities.	Demonstrate interpersonal and communication skills with patients and other healthcare professionals.	Demonstrate knowledge of professional, ethical, legal, practice management, and public health issues applicable to medical practice.	Demonstrate “basic support skills,” as assessed by nationally standardized evaluations.
Renal System II	X	X			X
Cardiovascular System II	X	X		X	X
Respiratory System II	X	X			X
Hematologic/Lymphatic System II	X	X	X	X	X
Gastrointestinal System II	X				X
Endocrine System II	X	X	X		X
Reproductive System II	X	X			X
Musculoskeletal System II	X	X		X	X
Neuroscience System II	X	X			X
Psychiatry System II	X	X	X	X	X
Pathophysiological Overview of Medicine I	X	X			X
Osteopathic Principles & Practices III	X	X	X	X	X
Osteopathic Principles & Practices IV	X	X	X	X	X
Principles of Clinical Medicine III	X	X	X	X	X
Principles of Clinical Medicine IV	X	X	X	X	X
Second Year Electives					

The Phase Directors' Curriculum Committee

The Phase Directors' Curriculum Committee (PDCC) plays a key role in the assessment process within the College of Osteopathic Medicine (COM). The weekly meetings of this committee serve as a forum for the discussion of all things relating to academics within the COM. Although there is a set membership to the PDCC, the meetings are open to any employee of the university who wishes to attend. Anyone who attends the meeting is free to participate in the discussion and/or to make presentations or recommendations to the committee.

During each PDCC meeting which is chaired by the Vice Dean of the COM, discussions are held regarding current academic activities and student performance within each "phase" of medical education at the COM. Among the topics discussed are student academic performance, curriculum, class scheduling, co-curricular activities, examination results, assessment projects and project outcomes.

Literally any topic relating to student learning and academics within the COM will be introduced at the PDCC meeting and discussed among the members and other participants attending the meeting. The PDCC essentially serves as a clearinghouse for assessment-related discussion regarding student learning and operations topics affecting instruction within the COM. Essentially the PDCC is engaged in ongoing review of the conduct of formative assessment within the institution and the periodic review of summative assessment at key points in the educational process.

Decisions regarding proposed improvements in educational processes, curriculum, course scheduling, admissions, clinical rotations and more may be voted on and even enacted during the course of the meeting after the members of the committee have the data, results, and evidence. They may also discuss and evaluate specific proposals from individuals attending the meeting. Implementation of the decisions made during the PDCC meetings may begin immediately. Progress reports relating to implementation of proposals enacted during PDCC meetings may also be brought back to the PDCC as follow up.

SCALE!

In 2013 the university introduced **SCALE!**, a special initiative that is designed to spotlight both assessment and strategic planning within the university and to remind both students and faculty of the benefits that effective planning and assessment produce for the institution. **SCALE!** is an acronym for **S**trategic **C**ontinuous **A**ssessment **L**eading to **E**xcellence! The program's name accurately describes its focus and the images associated with the name directly relate to the institution's vision of *Achieving New Heights in Medical Education*.

SCALE! encourages all employees to continue striving for excellence and to remain focused on our vision of achieving new heights within every facet of our institution. It also reminds us to **SCALE!** our activities so that we maintain focus on the planning and preparation necessary to create the performance required to produce successful academic outcomes for the institution and its students.

SCALE! receives ongoing promotion within the institution using a variety of promotional methodologies featuring the following program logo:



Assessment during Each Phase of Medical Education

The specific activities detailed in the following tables are those assessment projects regularly conducted within the institution at each phase of the educational process. These are some of the assessment activities that measure the institution's success at attaining both student learning and institutional operating goals.

While these tables describe the majority of regularly scheduled and ongoing assessment activities within the university, they by no means represent the entire scope of assessment at the university. Supplemental projects are launched periodically in order to address issues and/or answer questions that may have arisen during the course of an academic year.

At the conclusion of each course during the first two years of medical school, the data from course quizzes, examinations, lab exercises, etc. is aggregated, plotted and analyzed. In addition, students submit an end-of-course survey after each course where they provide their overall impressions of the course, its faculty, and what they learned during the course. All of this data is presented and discussed at the weekly PDCC meetings.

Assessment during the First Two Years of Medical Education

The primary focus of the curriculum during the first two years of medical school is science, anatomy and physiology, diagnosis, and clinical interaction with patients. Academic assessment at RVU addresses the requirements of student performance within the context of their coursework with the objective of improving learning outcomes in order to enhance student knowledge and their performance on the required COMLEX board examinations and during third and fourth year clinical rotations.

The following set of tables describes the current general set of assessment tools that are used to assess student learning within the first two years of medical education.

First and Second Year Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
1st Year Student Feedback	Focus Group	Student feedback regarding course curriculum & delivery	Phase Directors	Phase Directors, Course Director, Faculty, Student Curriculum Rep and Class President	After completion of each course	3, 4
2nd Year Student Feedback	Focus Group	Student feedback regarding course curriculum & delivery	Phase Directors	Phase Directors, Course Director, Faculty, Student Curriculum Rep and Class President	After completion of each course	3, 4
1st Year Medical Informatics Grand Rounds	Survey	Evaluate progress of students and mastery of material/identify changes	Medical Informatics	1st year students	Annually/2 weeks after last grand rounds cycle	3, 4
Library Satisfaction	Survey	Identify satisfaction of library services and areas of improvement	Library	RVU Faculty, Staff and Students	Annually	3,4
Library External Evaluation	Survey	Quality Improvement/ Accreditation Standards	Library	Outside consultant	Bi-Annually	3, 4
Course and Instructional Evaluation	Survey	Student satisfaction regarding course content and instruction	Academics	1st and 2nd year students from each course	After each course	3, 4
Course Focus Group	Focus Group	Student-led opportunity for direct feedback to faculty and academic administration regarding student opinions of course outcomes.	Academics	Faculty, Academic Administration	After each course	3, 4

First and Second Year Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
COMLEX Level 1	Comprehensive standardized national board examination for Osteopathic medical students	Measurement of student competence with respect to the basic science elements of the medical school curriculum	National Board Examination	All second year students	Required at the end of the second academic year	3, 4, 5
USMLE	Comprehensive standardized national board examination for Allopathic medical students	Measurement of student competence with respect to the basic science in the allopathic medical school curriculum	National Board Examination	All second year students	Available voluntarily at the end of the second academic year Will be required beginning with the Class of 2017	3, 4, 5
Student Learning Styles & Study Skills	Electronic Survey	To find out the learning styles, strengths and weaknesses of new students	Student Services	All 1st year students	Annually during orientation	3
Nelson-Denny Reading Test	Paper Test	To gain a snapshot of students strengths and weaknesses in reading	Student Services	All 1st year students	Required of all 1st year students and any other student who sees the learning specialist and who has not previously completed the assessment	3

First and Second Year Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
Tutee Evaluation	Survey	Outcomes improvement of students in tutoring. Student satisfaction with tutoring program.	Student Services	1st year students in tutoring session	After each course	3
Tutor Feedback	Survey	Program satisfaction. Ongoing tutor needs.	Student Services	Tutors	At the end of each semester	3
Tutor Feedback	Focus Group	Program satisfaction. Ongoing tutor needs.	Student Services	Tutors	Annually at the end of the academic year	3

Assessment during the Third and Fourth Years of Medical Education

During the third and fourth years of medical school the focus of assessment is student performance in clinical rotations. In the clinical rotation phase of medical education, students must apply the knowledge they have gained during the first two years of medical school as they interact with patients in a clinical setting. Assessment focuses on the students' experiences during clinical rotations, preceptor evaluations of student performance and the students' abilities to demonstrate an expanded understanding of the knowledge and skills required of a resident physician.

The following tables describe the assessment tools currently used by the institution during the third and fourth years of medical education.

Third and Fourth Year Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
Third Year Rotation Assessment	Focus Group	Student satisfaction with 3rd year rotations	Clinical Affairs	All 3rd year students participating in subject exams on campus	Quarterly	3, 4
COMLEX Level 2 CE & PE	Comprehensive standardized national board examination for Osteopathic medical students	Measurement of student competence with respect to the basic science elements of the medical school curriculum	National Board Examination	All 3rd year students	Required at the end of the third academic year	3, 4, 5
Student Clinical Site Evaluations	Survey	Student evaluation of clinical rotation sites	Clinical Affairs	3rd year students	At the end of each rotation	3, 4
NBME Shelf Examinations	Standardized Examination	Measurement of subject matter proficiency	Clinical Affairs	3rd and 4 th year students Phase Directors, Course Directors, Clinical Affairs Personnel, Academic Affairs	At the end of each rotation ¹	3, 4
NBME Test Item Analysis	Report	Measurement of student NBME performance by subject matter	Clinical Affairs	Phase Directors, Course Directors, Clinical Affairs Personnel, Academic Affairs	Annually	3, 4
Student Preceptor Evaluation	Survey	Student perceptions of their clinical preceptor	Clinical Affairs	3 rd and 4 th year students	At the end of each rotation	3, 4
Residency Placement		100% Residency Placement	Clinical Affairs	Graduating students	Annually	3, 4

Post Graduate Assessment

In 2013, RVU conducted a survey of its first graduating class, the Class of 2012. Nearly 29% of 2012 graduates responded to this initial survey. The plan is that this survey will become an annual event that will also be complemented by a survey of residency supervisors from the facilities where RVU graduates are working.

The focus of assessing graduates is to help us determine if the education graduates received while they were students at RVU was appropriate and sufficient to prepare them for success in their residency programs.

Post Graduate Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
Graduate Survey	Electronic Survey	To understand student residency experiences and to determine their opinions of the applicability of our medical curriculum to their residency programs.	Planning and Assessment	All RVU graduates	Annually/Winter	3, 4, 5
Alumni Evaluation	Survey	Post graduate alumni association information	Alumni	Current graduate students	Annually/Spring	2
COMLEX Level 3	Comprehensive standardized national board examination	Measurement of graduate clinical competence	National Board Examination	Graduates	Annually during residency	3, 4, 5
Resident Supervisor Survey	Electronic Survey	Acquire resident supervisors' evaluations of RVU graduates under their supervision	Planning and Assessment	Resident Supervisors	Annually	3, 4, 5

Continuous Institutional Assessment

There are certain assessment activities and projects that the institution intends to continue conducting on an ongoing basis throughout the four years of medical school. The current group of these activities and projects is detailed in the following table. As time progresses this list of projects is expected to both evolve and grow.

Continuous Institutional Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
Phase Directors' Curriculum Committee (PDCC)	Meeting/Forum	An open forum discussion of literally all matters relating to academics in the COM	Academic Affairs	Committee members and a forum open to all employees	Weekly	1, 2, 3, 4, 5
Student Satisfaction	Survey	Identify strengths and weaknesses and improve services	Student Financial Services	All students	Annually/Feb or Mar	1, 2, 5
Student Expenses	Survey	Find out what is the reasonable amount of student expenses and estimate cost of attendance budget	Student Financial Services	All students	Annually/Jan or Feb	1, 2, 5
Admissions	Statistical report	Compare admissions figures from a year ago.	Admissions	Executive Team and Admissions Committee	Monthly	1, 5
1st Year Students Admissions Evaluation	Survey	Student satisfaction with admissions process and information on competitors	Admissions	Entering 1 st year students	Annually/Fall	1, 2, 5
Class Overview	Statistical report	Comparative admissions statistics for last 5 years	Admissions	Executive Team and Admissions Committee	Annually/Fall	1, 5
Interviewer Evaluation	Survey	Feedback from interviewees regarding how the interview process went and interviewer performance	Admissions	Candidates for Admission	Annually	1, 2, 5
Library Evaluation	Survey	Determine level of satisfaction and areas of improvement	Library	Faculty, Staff & Students	Annually	3, 4
External Library Evaluation	Survey	Quality Improvement	Library	Outside consultant	Bi-Annually	3, 4

Continuous Institutional Assessment

Project	Format	Goal/Objective	Department	Distribution/Participants	Frequency	HLC Criteria Addressed
Mission, Vision, Values	Survey	Monitor recognition, understanding and applicability of mission and vision	Planning and Assessment	Students and Employees	Bi-Annually	1, 2
Student Satisfaction	Electronic Survey	To determine the level of student satisfaction with institutional programs, processes, facilities and services.	Planning and Assessment	All enrolled students	Annually/Winter	2, 3, 4
Employee Satisfaction	Electronic Survey	To determine the level of employee satisfaction with institutional programs, processes, facilities and services for employees.	Planning and Assessment	All university employees	Annually/Winter	2
Student Facilities	Electronic Survey	To determine student satisfaction with university facilities.	Planning and Assessment	All enrolled students	Annually/Spring	3, 5
Employee Facilities	Electronic Survey	To determine university employees' satisfaction with university facilities.	Planning and Assessment	All university employees	Annually/Spring	3, 5

Documenting Assessment

Assessment activities that produce specific decisions that impact either student academic experiences or institutional operations are documented. Although not required, some assessment outcomes may be documented and tracked on a specific Assessment Outcomes form. The form was developed to facilitate documentation, but using the form for documenting assessment projects is optional. It is provided here for informational purposes only. This form may be completed by the department or group responsible for the activity and can be used to summarize the outcome and the decisions relating to the activity. A sample copy of the Assessment Outcomes form follows:

ASSESSMENT OUTCOME

Project:

Date of Project:

Result

Action Taken

Any Follow up Required? What action(s) need to be taken to measure the impact of the result of this project?

Date of Implementation